DOCUMENT RESUME

ED 330 807 CE 057 458

TITLE	Agricultural Education General Record Book. Revised.
INSTITUTION	Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Agricultural Education Service.
PUB DATE	91
NOTE	27p.
AVAILABLE FROM	Ohio Agricultural Education Curriculum Materials Service, 254 Agricultural Administration Bldg., Ohio State University, 2120 Fyffe Road, Columbus, OH 43210-1099.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Agricultural Education; *Check Lists; *Competence; Credentials; Data Collection; Farm Accounts; Higher Education; *Recordkeeping; *Records (Forms); Secondary Education; Standards; Student Organizations; *Student Records; Vocational Education; Work Experience Programs
IDENTIFIERS	*Future Farmers of America

ABSTRACT

This document is the basic record book in a multi-booklet record keeping system for all students in each of the taxonomy program areas of agricultural education. The record book covers elements common to all agricultural education students: occupational and leadership goal planning, net worth, market value inventory of assets, leadership and citizenship activities, supervised agricultural experience instruction, student progress and achievement, and summary of the student's entire supervised agricultural experience program. The following 22 forms are included in the guide: occupational goal in agricultural education; occupational skill requirements; educational requirements; financial requirements; goals in Future Farmers of America (FFA) and other school and community activities; supervised agricultural experience summary (hours and earnings); summary of other work experience; market value inventory of specific student assets; comparative net worth statement; participation in FFA exhibits at shows and fairs; participation in skills contests; participation in leadership activities; participation in chapter activities; participation in other school activities; participation in community activities; FFA degrees and offices; Greenhand degree requirements; chapter FFA degree requirements; state FFA degree requirements; U.S. FFA degree requirements; record of teacher visitation/instruction; and summary of competency proficiency. (KC)

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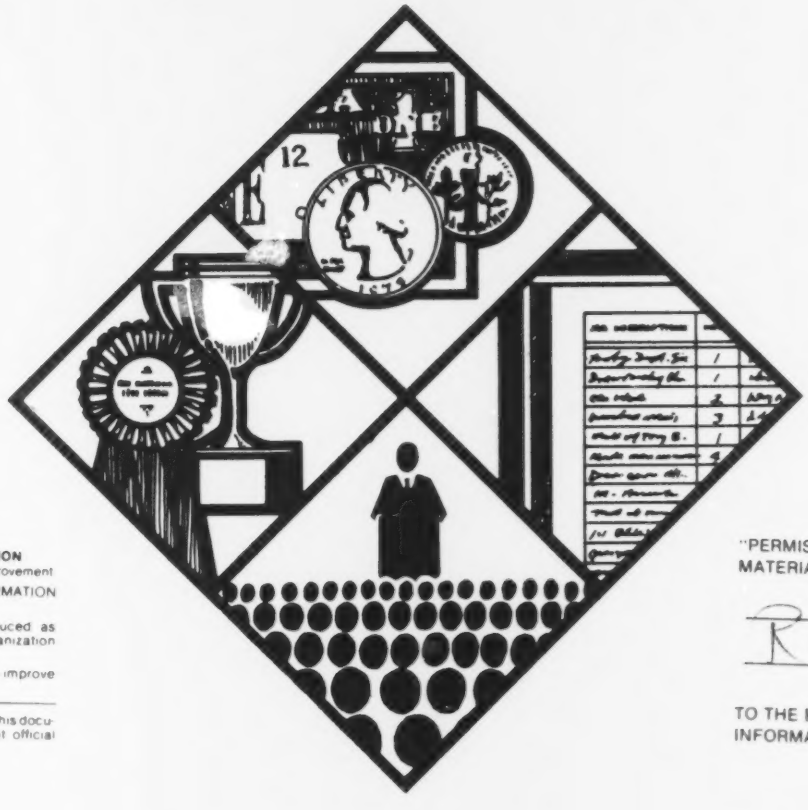
Agricultural Education GENERAL Record Book



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Student _____ District _____

Address _____
(street, number, route, or box) (city) (zip)

School _____ County _____

School* _____ County* _____

Date of Entering Agricultural Education _____ 19 _____

Year in School *(cumulative)* Fr._____ Soph._____ Jr._____ Sr._____ Grad I _____ Grad II _____ Grad III _____

Year in Agricultural Education *(cumulative)* 1st _____ 2nd _____ 3rd _____ 4th _____

Instructional Program Area _____

Instructional Program Area* _____

*Complete second line when changing to second school or program area during the agricultural education program.

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Agricultural Education
GENERAL
Record Book

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Division of Vocational and Career Education
Agricultural Education Service
Ohio Department of Education

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Revised 1991

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The
SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
RECORD KEEPING SYSTEM
for
AGRICULTURAL EDUCATION

- ***General Record Book***
- ***Proficiency Record of Occupational Competencies***
  (1 for each of 7 taxonomy program areas)
- ***School Laboratory Record Book***
- ***Job Placement Record Book***
- ***Plant Enterprise Record Book***
- ***Animal Enterprise Record Book***
- ***Business Account Book***
- ***Research Project Record Book***
- ***Improvement Project Record Book***
- ***Depreciation Schedule for Income Tax Purposes***
- ***Teacher Guide for Agricultural Education Record Keeping System***

Description of the Record Keeping System

This *General Record Book* is the basic record book in a multi-booklet record keeping system for agricultural education students. The system is divided into the parts listed above and can be personalized for each student. Each student can select the specific booklets that relate to his or her supervised agricultural experience program and the particular occupational area being studied.

It is recommended that all students begin with this *General Record Book* and the *Proficiency Record of Occupational Competencies* related to their taxonomy program areas. Then the *School Laboratory*, *Job Placement*, *Plant Enterprise*, *Animal Enterprise*, *Business Account*, *Improvement Project*, and *Research Project Records* can be added if and when students add these experiences to their Supervised Agricultural Experience Programs. In order to bind all the booklets together, there is a specific record book cover and binder available for each taxonomy area.

Although the system is designed to be personalized to each student's record-keeping needs, it also promotes record-keeping uniformity among taxonomy program areas. Regardless of which taxonomy program they are in, all students with job placement use the same record book and accounting procedures and keep similar records. The same is true among the taxonomy program areas for students having school laboratory experience, ownership arrangements in plant and animal enterprise projects, and total business operations. This system provides uniform accounting procedures for all agricultural education students as well as a basis for uniform evaluation of the students' records for achievement, production, and proficiency awards.

Purpose and Use of the
GENERAL RECORD BOOK

This ***General Record Book*** is the basic record book of the record keeping system for all students in each of the taxonomy program areas of agricultural education. It contains records common to all agricultural education students: occupational and leadership goal planning, net worth, market value inventory of assets, leadership and citizenship activities, supervised agricultural experience instruction, student progress and achievement, and summary of the student's entire supervised agricultural experience program.

The **Occupational Goal** (page 1) is intended to help guide the student in occupational goal setting. It is recommended that each student complete this section soon after beginning the program so he or she will have a clearly identified occupational goal to serve as a guide throughout the program.

Two other records that each student should complete soon after beginning the program are **Market Value Inventory of Specific Student Assets** (pages 8 and 9) and **Comparative Net Worth Statement** (pages 10 and 11). Both records contain a column for recording the student's financial situation on September 1 of the year he or she is first enrolled in agricultural education. Other columns are for recording the student's financial situation at one-year intervals during the program.

Students who own depreciable assets (e.g., machinery, equipment, or buildings that normally have over one year's life and are used up in producing income for the student's business) should record these in the separate booklet ***Depreciation Schedule for Income Tax Purposes*** (not included in this *General Record Book*). This booklet is used to determine the income tax due for the business at the end of the year. Only those students having a self-employed business arrangement involving the ownership and use of depreciable assets should use the ***Depreciation Schedule for Income Tax Purposes*** - the **Market Value Inventory of Specific Student Assets** (pages 8 and 9) should be used for recording the student's assets for all other purposes.

This record book also compiles and summarizes all hourly and financial records for the student's entire supervised agricultural experience program.

The total hours and finances involved should be transferred to the **Supervised Agricultural Experience Summary** (pages 4, 5, and 6) at the completion of each enterprise, business account, and improvement project; job placement; and year of school laboratory experience.

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OCCUPATIONAL GOAL IN AGRICULTURAL EDUCATION

There is much more to job satisfaction than "how much money the job pays" or "how hard one has to work." Each job consists of many characteristics that eventually determine how satisfying the job will be.

Completing the following information will help you to develop a procedure for studying an occupational choice. Your agricultural education department, school library, guidance services, local employment offices, and especially employers and employees in a prospective occupation are sources to survey.

OCCUPATIONAL GOAL _____

JOB CLASSIFICATION _____

JOB DESCRIPTION
Nature of the work _____

_____

_____

_____

_____

_____

_____

Industry visits made to learn more about the characteristics of my occupational goal:

Date	Person or Business Visited	Hours Spent	Major Information Acquired about Characteristics of Occupation or Occupational Skills

What are the current local, regional, and national employment opportunities for this occupation?

_____

_____

_____

What are the estimated local, regional, and national employment opportunities for this occupation in the next 5-10 years?

_____

_____

_____

_____

OCCUPATIONAL SKILL REQUIREMENTS

What are the skills needed for employment in this occupational choice?

Major Skills Required	Plans for Attaining Required Skills

EDUCATIONAL REQUIREMENTS

What are the educational requirements for reaching this occupational goal?

Educational Requirement	Plans for Meeting Requirement

FINANCIAL REQUIREMENTS

What are the financial requirements or investments that need to be made for reaching this occupational goal?

Amount of Finances or Investment	Projected Use for Finances	Plans for Acquiring Finances
$		

GOALS IN FFA AND OTHER SCHOOL AND COMMUNITY ACTIVITIES

To receive the greatest benefit from agricultural education you need to **plan to participate** in various FFA activities at the chapter, district, state, and if possible, national levels, and also in local, school, and community activities. The activities are listed by areas on pages 12 through 16.

It is important to set target dates for participating in certain activities, applying for degrees, holding offices, or obtaining awards. Your class study will help you discover many of these opportunities, but you must set the target dates.

As you become familiar with the FFA organization and the activity program in your school, community, and those activities related to your instructional program area, you will discover more things to do and goals to work toward. Start making your plans by asking yourself "Where do I want to go with the FFA and other leadership activities?"

Note: You may find it easier to make plans only one year in advance. Each year you should indicate your plans for the next year.

Year	GOALS				
	FFA Membership Degrees	**Proficiency Awards**	**Committees, Chairmanships, Offices**	**Skills Contests**	**Other**
Fr.					
Soph.					
Jr.					
Sr.					
Grad I					
Grad II					
Grad III					

SUPERVISED AGRICULTURAL EXPERIENCE SUMMARY - *HOURS AND EARNINGS*

Record all hours of experience and all earnings (or losses) from your supervised agricultural experience program on pages 4, 5, and 6. Transfer the totals of the hours and earnings from the individual record books (*Plant Enterprise, Animal Enterprise, Business Accounts, Job Placement, School Laboratory, Research,* and *Improvement Project*) to the appropriate year-in-school columns on these three pages to be summarized.

Record the time involved in job placement, school laboratory, research, or improvement project experiences in the **Hours** column. Place the amount of time allocated for plant or animal enterprise projects, total farm, and other business projects in the **PMWUs** column.

After the total hours and earnings for all supervised experiences for a school year have been recorded on these pages in the appropriate year-in-school columns, sum and record yearly totals on lines **A**, **B**, and **C** as indicated at the bottom of each page.

FRESHMAN YEAR Start Month _____ Day _____ 19 ____				SOPHOMORE YEAR Start Month _____ Day _____ 19 ____			
TYPE OF EXPERIENCE	Time		Earnings or Losses	TYPE OF EXPERIENCE	Time		Earnings or Losses
	Hours	PMWUs			Hours	PMWUs	
Plant or Animal Enterprise (Scope and name of project)			* $	**Plant or Animal Enterprise** (Scope and name of project)			* $
Small Business or Farm Business (Describe type.)			* $	**Small Business or Farm Business** (Describe type.)			* $
Job Placement (Describe business.)			** $	**Job Placement** (Describe business.)			** $
School Laboratory			$	**School Laboratory**			$
Research (Describe project)			$	**Research** (Describe project.)			$
			$				$
Improvement Project (Name of project)			$	**Improvement Project** (Name of project)			$
A. Total this year			$	**A. Total this year**			$
B. Previous total to date			$	**B. Previous total to date (C from last year)**			$
C. Total to date (A + B)			$	**C. Total to date (A + B)**			$

* Use the labor and management income figure from summary page of enterprise record. Place a minus sign (–) in front of any figures representing losses.

** Use gross earnings (before withholding taxes, etc.)

SUPERVISED AGRICULTURAL EXPERIENCE SUMMARY - *HOURS AND EARNINGS*

(continued)

JUNIOR YEAR Start Month _____ Day _____ 19 ____			
TYPE OF EXPERIENCE	Time		Earnings or Losses
	Hours	PMWUs	
Plant or Animal Enterprise (Scope and name of project)			
			* $
Small Business or Farm Business (Describe type.)			
			* $
Job Placement (Describe business.)			
			** $
School Laboratory			
			$
Research (Describe project.)			
			$
			$
Improvement Project (Name of project)			
			$
A. Total this year			$
B. Previous total to date			$
C. Total to date (A + B)			$

SENIOR YEAR Start Month _____ Day _____ 19 ____			
TYPE OF EXPERIENCE	Time		Earnings or Losses
	Hours	PMWUs	
Plant or Animal Enterprise (Scope and name of project)			
			* $
Small Business or Farm Business (Describe type.)			
			* $
Job Placement (Describe business.)			
			** $
School Laboratory			
			$
Research (Describe project.)			
			$
			$
Improvement Project (Name of project)			
			$
A. Total this year			$
B. Previous total to date (C from last year)			$
C. Total to date (A + B)			$

* Use the labor and management income figure from summary page of enterprise record. Place a minus sign (–) in front of any figures representing losses.

** Use gross earnings (before withholding taxes, etc.)

SUPERVISED AGRICULTURAL EXPERIENCE SUMMARY - *HOURS AND EARNINGS*

(continued)

GRAD I Start Month _____ Day _____ 19 ____				GRAD II Start Month _____ Day _____ 19 ____			
TYPE OF EXPERIENCE	Time		Earnings or Losses	TYPE OF EXPERIENCE	Time		Earnings or Losses
	Hours	PMWUs			Hours	PMWUs	
Plant or Animal Enterprise (Scope and name of project)				**Plant or Animal Enterprise** (Scope and name of project)			
			* $				* $
Small Business or Farm Business (Describe type.)				**Small Business or Farm Business** (Describe type.)			
			* $				* $
Job Placement (Describe business.)				**Job Placement** (Describe business.)			
			** $				** $
School Laboratory				**School Laboratory**			
			$				$
Research (Describe project.)				**Research** (Describe project.)			
			$				$
			$				$
Improvement Project (Name of project)				**Improvement Project** (Name of project)			
			$				$
A. Total this year			$	**A. Total this year**			$
B. Previous total to date			$	**B. Previous total to date (C from last year)**			$
C. Total to date (A + B)			$	**C. Total to date (A + B)**			$

* Use the labor and management income figure from summary page of enterprise record. Place a minus sign (–) in front of any figures representing losses.

** Use gross earnings (before withholding taxes, etc.)

SUMMARY OF OTHER WORK EXPERIENCE (Other than SAE)

This record is for listing experiences and earnings not included in your supervised agricultural experience program. List the hours of involvement and net earnings (if applicable) on this page in the appropriate column. **Occupationally Related** earnings are those earned doing tasks that are related to the student's occupational goal, but not part of a planned experience program nor supervised by the instructor. **Non-Occupationally Related** earnings are those earned doing tasks completely unrelated to the student's occupational goal. Whenever possible group hours and earnings from one source rather than making daily or weekly paycheck entries. The market value of gifts received (those having a value which is significiant in explaining your net worth) and earnings from investments should also be listed here.

Draw a line across the page under the last entry for each year and total the hours and earnings for the year. This information is necessary to complete your annual financial summary, state award, and degree records. Skip a line between the yearly totals and the first entry for the next year.

Date	Description	Occupationally Related		Non-Occupationally Related	
		Hours	Net Earnings	Hours	Net Earnings
			$		$
	TOTALS		$		$

MARKET VALUE INVENTORY OF SPECIFIC STUDENT ASSETS

In column 1 list specific items for which the student has part or full ownership. Be as specific as possible in identifying the items. Indicate in column 2 whether the item was received as a gift (G) or purchased (P). In column 4 list the price paid (if purchased) or the approximate value (if received as a gift). In columns 6-14 use values for each item that could realistically be expected if it were sold on the date indicated at the top of the column (**not** income tax depreciation values).

When an item is no longer available because it has been sold, traded, junked, or lost, record the date and reason it is no longer available on the item line to the right of the last end-of-year entry. If the item was traded, indicate what was received in the trade.

	1	2	3	4	5	
	Description, Model, Serial Number, Size, Location, and Similar Items	**Purchased (P) or Received as a Gift (G)**	**Date of Purchase or Acquisition**	**Total Cost or Value at Acquisition**	**Student's Share of Ownership**	
1				$	%	$
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
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26						
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29						

SUMMARY OF OTHER WORK EXPERIENCE (Other than SAE)

This record is for listing experiences and earnings not included in your supervised agricultural experience program. List the hours of involvement and net earnings (if applicable) on this page in the appropriate column. **Occupationally Related** earnings are those earned doing tasks that are related to the student's occupational goal, but not part of a planned experience program nor supervised by the instructor. **Non-Occupationally Related** earnings are those earned doing tasks completely unrelated to the student's occupational goal. Whenever possible group hours and earnings from one source rather than making daily or weekly paycheck entries. The market value of gifts received (those having a value which is significiant in explaining your net worth) and earnings from investments should also be listed here.

Draw a line across the page under the last entry for each year and total the hours and earnings for the year. This information is necessary to complete your annual financial summary, state award, and degree records. Skip a line between the yearly totals and the first entry for the next year.

Date	Description	Occupationally Related		Non-Occupationally Related	
		Hours	Net Earnings	Hours	Net Earnings
			$		$
	TOTALS		$		$

MARKET VALUE INVENTORY OF SPECIFIC STUDENT ASSETS

In column 1 list specific items for which the student has part or full ownership. Be as specific as possible in identifying the items. Indicate in column 2 whether the item was received as a gift (G) or purchased (P). In column 4 list the price paid (if purchased) or the approximate value (if received as a gift). In columns 6-14 use values for each item that could realistically be expected if it were sold on the date indicated at the top of the column (**not** income tax depreciation values).

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	1	2	3	4	5	
	Description, Model, Serial Number, Size, Location, and Similar Items	**Purchased (P) or Received as a Gift (G)**	**Date of Purchase or Acquisition**	**Total Cost or Value at Acquisition**	**Student's Share of Ownership**	
1				$	%	$
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MARKET VALUE INVENTORY OF SPECIFIC STUDENT ASSETS

(continued)

VALUE OF STUDENT'S SHARE									
6	7	8	9	10	11	12	13	14	
Sept. 1 19 ____ Year of Enrollment in Ag Ed	Dec. 31 19 ____ Year of Enrollment in Ag Ed	Dec. 31 19 ____ Following Close of 1st Year in Ag Ed	Dec. 31 19 ____ Following Close of 2nd Year in Ag Ed	Dec. 31 19 ____ Following Close of 3rd Year in Ag Ed	Dec. 31 19 ____ Following Close of 4th Year in Ag Ed	Dec. 31 19 ____ Grad I	Dec. 31 19 ____ Grad II	Dec. 31 19 ____ Grad III	
$	$	$	$	$	$	$	$	$	1
									2
									3
									4
									5
									6
									7
									8
									9
									10
									11
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COMPARATIVE NET WORTH STATEMENT

This page makes it possible for you to determine your net worth at specific times during your agricultural education program. Change in net worth from one calculation time to the next indicates the financial progress you are making.

Calculate your beginning net worth as of the start of school when you first enter your agricultural education program. The second calculation should be made December 31 of that year (approximately four months after the first calculation). Additional calculations should be made at one-year intervals on a January 1 to December 31 basis.

ASSETS (Value of my share)	Col. I Sept. 1 19____ year of enrollment in Ag Ed	Col. II Dec. 31 19____ year of enrollment in Ag Ed	Col. III Dec. 31 19____ following close of 1st year in Ag Ed	Col. IV Dec. 31 19____ following close of 2nd year in Ag Ed	Col. V Dec. 31 19____ following close of 3rd year in Ag Ed	Col. VI Dec. 31 19____ following close of 4th year in Ag Ed
CURRENT ASSETS *(Round all assets to the nearest dollar.)*						
1. Cash on hand	$	$	$	$	$	$
2. Amount in checking account						
3. Amount in savings account						
4. Accounts receivable (what others owe you)						
5. Products produced on hand for sale						
6. Supplies on hand						
7. Prepaid expenses (paid for, unused supplies)						
8. Notes and/or marketable bonds						
9. Securities (readily marketable)						
10. Stocks						
11. Market animals						
12. Other _____						
(A) Total Current Assets	$	$	$	$	$	$
INTERMEDIATE ASSETS						
1. Equipment and machinery	$	$	$	$	$	$
2. Securities (not readily marketable)						
3. Automobile (your share)						
4. Personal goods and equipment						
5. Cash value of life insurance (not face value)						
6. Breeding animals						
7. Other _____						
(B) Total Intermediate Assets	$	$	$	$	$	$
LONG TERM ASSETS						
1. Land and improvements to land	$	$	$	$	$	$
2. Buildings and/or fences						
3. Other _____						
(C) Total Long Term Assets	$	$	$	$	$	$
(D) TOTAL ASSETS (A + B + C)	$	$	$	$	$	$
(E) INCREASE OR DECREASE OF ASSETS FROM LAST INVENTORY PERIOD	$	$	$	$	$	$

MARKET VALUE INVENTORY OF SPECIFIC STUDENT ASSETS

(continued)

VALUE OF STUDENT'S SHARE									
6	7	8	9	10	11	12	13	14	
Sept. 1 19____ Year of Enrollment in Ag Ed	Dec. 31 19____ Year of Enrollment in Ag Ed	Dec. 31 19____ Following Close of 1st Year in Ag Ed	Dec. 31 19____ Following Close of 2nd Year in Ag Ed	Dec. 31 19____ Following Close of 3rd Year in Ag Ed	Dec. 31 19____ Following Close of 4th Year in Ag Ed	Dec. 31 19____ Grad I	Dec. 31 19____ Grad II	Dec. 31 19____ Grad III	
$	$	$	$	$	$	$	$	$	1
									2
									3
									4
									5
									6
									7
									8
									9
									10
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COMPARATIVE NET WORTH STATEMENT

This page makes it possible for you to determine your net worth at specific times during your agricultural education program. Change in net worth from one calculation time to the next indicates the financial progress you are making.

Calculate your beginning net worth as of the start of school when you first enter your agricultural education program. The second calculation should be made December 31 of that year (approximately four months after the first calculation). Additional calculations should be made at one-year intervals on a January 1 to December 31 basis.

ASSETS (Value of my share)	Col. I Sept. 1 19____ year of enrollment in Ag Ed	Col. II Dec. 31 19____ year of enrollment in Ag Ed	Col. III Dec. 31 19____ following close of 1st year in Ag Ed	Col. IV Dec. 31 19____ following close of 2nd year in Ag Ed	Col. V Dec. 31 19____ following close of 3rd year in Ag Ed	Col. VI Dec. 31 19____ following close of 4th year in Ag Ed
CURRENT ASSETS *(Round all assets to the nearest dollar.)*						
1. Cash on hand	$	$	$	$	$	$
2. Amount in checking account						
3. Amount in savings account						
4. Accounts receivable (what others owe you)						
5. Products produced on hand for sale						
6. Supplies on hand						
7. Prepaid expenses (paid for, unused supplies)						
8. Notes and/or marketable bonds						
9. Securities (readily marketable)						
10. Stocks						
11. Market animals						
12. Other _____						
(A) Total Current Assets	$	$	$	$	$	$
INTERMEDIATE ASSETS						
1. Equipment and machinery	$	$	$	$	$	$
2. Securities (not readily marketable)						
3. Automobile (your share)						
4. Personal goods and equipment						
5. Cash value of life insurance (not face value)						
6. Breeding animals						
7. Other _____						
(B) Total Intermediate Assets	$	$	$	$	$	$
LONG TERM ASSETS						
1. Land and improvements to land	$	$	$	$	$	$
2. Buildings and/or fences						
3. Other _____						
(C) Total Long Term Assets	$	$	$	$	$	$
(D) TOTAL ASSETS (A + B + C)	$	$	$	$	$	$
(E) INCREASE OR DECREASE OF ASSETS FROM LAST INVENTORY PERIOD	$	$	$	$	$	$

COMPARATIVE NET WORTH STATEMENT

(continued)

LIABILITIES (My share)	Col. I Sept. 1 19____ year of enrollment in Ag Ed	Col. II Dec. 31 19____ year of enrollment in Ag Ed	Col. III Dec. 31 19____ following close of 1st year in Ag Ed	Col. IV Dec. 31 19____ following close of 2nd year in Ag Ed	Col. V Dec. 31 19____ following close of 3rd year in Ag Ed	Col. VI Dec. 31 19____ following close of 4th year in Ag Ed
CURRENT LIABILITIES						
(Round all liabilities to the nearest dollar.)						
1. Accounts payable, unpaid bills due within one year	$	$	$	$	$	$
2. Short term notes due within one year						
3. Credit card balances not yet paid						
4. Principal payments due within one year						
5. Estimated accrued interest						
6. Estimated accrued taxes						
7. Accrued rent						
8. Pledges promised						
9. Other _____						
(F) Total Current Liabilities	$	$	$	$	$	$
INTERMEDIATE LIABILITIES						
1. Equipment and machinery loans of 1-10 years (principal due beyond 12 months)	$	$	$	$	$	$
2. Notes to be paid on items between 1-10 years						
3. Other _____						
(G) Total Intermediate Liabilities	$	$	$	$	$	$
LONG TERM LIABILITIES						
1. Loans on land and buildings (principal due beyond 12 mo.)	$	$	$	$	$	$
2. Other _____						
(H) Total Long Term Liabilities	$	$	$	$	$	$
(I) TOTAL LIABILITIES (F + G + H)	$	$	$	$	$	$
(J) INCREASE OR DECREASE OF LIABILITIES FROM LAST INVENTORY PERIOD	$	$	$	$	$	$
(K) NET WORTH [Assets (Item D) MINUS Liabilities (Item I)]	$	$	$	$	$	$

CHANGE IN NET WORTH

Col. I - List Beginning Net Worth ..... $ _____
Col. II (Subtract Col. I from Col. II) ..... $ _____
Col. III (Subtract Col. II from Col. III) ..... $ _____
Col. IV (Subtract Col. III from Col. IV) ..... $ _____
Col. V (Subtract Col. IV from Col. V) ..... $ _____
Col. VI (Subtract Col. V from Col. VI) ..... $ _____

PARTICIPATION IN FFA EXHIBITS AT SHOWS AND FAIRS

Shows and fairs provide an opportunity to exhibit your projects and have them judged against a standard or against similar projects. Exhibiting in these events can develop skills in selecting and producing a specific quality of product.

Include only exhibits selected from your agricultural experience program, school shop, or laboratory. Include junior fair demonstrations.

Calendar Year	Where Shown Check (✔)			Items Shown	No.	Placing - Prizes Won
	State	County	Other (Identify)			

PARTICIPATION IN SKILLS CONTESTS

Skills contests test certain knowledge and skills used by workers in related occupations. These are also the skills taught in your agricultural education classroom, laboratory, or in your supervised agricultural experience program.

Include only official district or area elimination, state, eastern regional, and national FFA contests.

Name of Contest (Be Specific)		PLACING			
		Freshman 19 ___ - 19 ___	Sophomore 19 ___ - 19 ___	Junior 19 ___ - 19 ___	Senior 19 ___ - 19 ___
	T	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	I	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	T	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	I	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	T	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	I	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	T	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	I	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	T	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	I	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	T	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	I	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	T	___ out of ___	___ out of ___	___ out of ___	___ out of ___
	I	___ out of ___	___ out of ___	___ out of ___	___ out of ___

T = Team placing
I = Individual placing

PARTICIPATION IN LEADERSHIP ACTIVITIES

Leadership ability opens many doors throughout a lifetime. It can improve the opportunities for success on the job and increase opportunities in personal and social activities. The FFA program offers many activities to cultivate and develop leadership ability.

Indicate your participation with an "X." Indicate the level of activity by writing "chapter" for chapter level, "district" for district level, "state" for state level, and "nat." for national level. If you are an officer, specify the office held; if you are a chairperson, indicate by writing "chair."

Activity	Freshman 19___ - 19___	Sophomore 19___ - 19___	Junior 19___ - 19___	Senior 19___ - 19___	Graduate I	Graduate II	Graduate III
FFA offices held (Chapter)							
FFA public speaking (District)							
Member of parliamentary procedure team (District)							
Made for Excellence							
Attend state FFA convention (Indicate if delegate)							
Attend FFA camp or vocational leadership camp							
Attend national FFA convention							
Washington conference program							
Work experience abroad							
Program of activities committee (list)							

PARTICIPATION IN CHAPTER ACTIVITIES

Many job accomplishments as well as personal or social accomplishments require individuals to cooperate and work together to reach desired outcomes. The FFA program has many activities where you can gain experience and abilities in planning and working with other people to accomplish common goals.

Show how you have successfully participated in chapter or committee activities in connection with agricultural education and the FFA. Do not duplicate material found elsewhere on this page or pages 12, 14, 15, or 16.

Activity	No. of Years	Responsibility	Participation: Number or Amount

PARTICIPATION IN OTHER SCHOOL ACTIVITIES

A variety of elective activities are available in addition to the required courses of study in school. These electives in music, athletics, drama, leadership and scholarship activities are outlets for varied interests while you are in school. They also help develop appreciation and skills which can produce life-long benefits in both your work and personal life.

Complete for all four years. Specify if you are an officer.

Activity	Freshman	Sophomore	Junior	Senior
National Honor Society				
Class plays, dramatics, or musicals				
Chorus or choir				
Band and/or orchestra				
Class officer				
Student council				
Officer of other school organizations (list)				
Yearbook or school paper				
Varsity athletics (includes reserves)				
Others				

PARTICIPATION IN COMMUNITY ACTIVITIES

Within each community there are groups or organizations that provide a wide range of job related, social, or personal growth activities. Participation in these activities can assist in "rounding out" your experiences and abilities.

Complete for all years that apply. Specify if you are an officer.

Activity	Freshman	Sophomore	Junior	Senior	Graduate		
					I	II	III
Attend religious services							
Religious youth group							
4-H group							
Junior leadership club							
Junior fair board							
Scouts							
Stockholder of local cooperative (list)							
Industry trade organization (list)							
FFA alumni							
Others							

FFA DEGREES AND OFFICES

OFFICES I HAVE HELD IN THE FFA

Office	Chapter	District	State	National
President		*(Write in the year and number of months served.)*		
Vice President				
Secretary				
Treasurer				
Reporter				
Sentinel				
Student Advisor				

GREENHAND DEGREE REQUIREMENTS*

Upon meeting the following minimum qualifications, the Greenhand Degree may be conferred by the chapter.

	Check When Achieved
1. Be regularly enrolled in a vocational education course for an agricultural occupation, and have satisfactory plans for a supervised occupational experience program in agriculture.	
2. Learn and explain the FFA creed, colors, motto, and salute.	
3. Describe the FFA emblem, colors, and symbols.	
4. Explain the proper use of the FFA jacket.	
5. Have satisfactory knowledge of the history of the organization.	
6. Know the duties and responsibilities of FFA members.	
7. Personally own or have access to the *Official FFA Manual*.	
8. Submit written application for the degree for chapter records.	

Date degree was achieved: _____

CHAPTER FFA DEGREE REQUIREMENTS*

Upon meeting the following minimum qualifications, the Chapter FFA Degree may be conferred by the chapter.

	Check When Achieved
1. Must have received the Greenhand Degree.	
2. Must have satisfactorily completed at least one semester of instruction in agricultural education; have in operation an approved supervised agricultural experience program; and be regularly enrolled in an agricultural education class.	
3. Have satisfactory knowledge of the local constitution and the local program of activities.	
4. Have satisfactorily participated in at least three official functions in the chapter program of activities.	
5. Have earned at least $150 by the member's own effort or worked 50 hours (other than scheduled class time) in a supervised agricultural experience program in agriculture.	
6. Demonstrate ability to lead a group discussion effectively for 15 minutes.	
7. Demonstrate five parliamentary procedure abilities.	
8. Demonstrate progress toward achievement of an agricultural proficiency award on the local level.	
9. Have a satisfactory scholastic record in an agricultural course.	
10. Submit written application for the degree for chapter records.	
11. Meet other requirements as established by the chapter and/or state association.	

Date degree was achieved: _____

*The requirements listed here are intended to match those appearing in the 1990 *Official FFA Manual*. If a requirement does not match the text in the *Official FFA Manual*, the text appearing in the *Official FFA Manual* takes precedent.

STATE FFA DEGREE REQUIREMENTS*

Upon meeting the following minimum qualifications, the applicant is eligible to compete for the State FFA Degree which will be conferred on the top 2 percent of all applicants, within taxonomy groups.

	Check When Achieved
1. Have received the Chapter FFA Degree and have been an active FFA member for at least one year (12 months) at the time of receiving the degree, and have a record of continuous membership in the year of application.	_____
2. While in high school, must be enrolled in at least the second year of instruction in a vocational course for an agricultural occupation; if out of high school, must have completed the equivalent of two full years of systematic secondary school instruction (360 hours) in addition to a supervised agricultural experience program in agriculture. The applicant must be a junior; senior; or first-, second-, or third-year graduate.	_____
3. Have earned and productively invested at least $1,000 net income by the member's own efforts in a supervised occupational experience program or worked (other than scheduled class time) at least 600 hours in a supervised agricultural experience program in agriculture, or a combination thereof.	_____
4. Demonstrate leadership ability by the following:	
a. Performing ten parliamentary procedure activities.	_____
b. Giving a five-minute speech.	_____
c. Serving as an officer and/or committee chairman, or a participating member of a major committee.	_____
5. Has demonstrated competency in an agricultural occupation, and has a satisfactory scholastic record as certified by the agricultural education instructor and principal, director, or superintendent.	_____
6. Participate in the planning and completion of chapter program of activities.	_____
7. Participate in five FFA activities above the chapter level.	_____
8. Meet other requirements as established by the state association. Also consult the minimum standards identified on the current state FFA degree application.	_____

Date degree was achieved: _____

AMERICAN FFA DEGREE REQUIREMENTS*

Upon meeting the following minimum qualifications, the American FFA Degree may be conferred by the National Organization on a number of applicants equal to the state association's annual quota of degrees.

	Check When Achieved
1. Must have the State FFA Degree and have been an active FFA member for at least the immediate past 36 months, and have a record of satisfactory participation in the activities at the local chapter and state association.	_____
2. Must have satisfactorily completed the equivalent of at least three years of systematic secondary school instruction in a vocational program for an agricultural occupation (540 hours), or have completed the program of vocational education in agriculture offered in the school last attended; have been out of high school for at least 12 months prior to the convention at which the degree is granted; and have in operation an outstanding supervised occupational experience program in agriculture which must show comprehensive planning, continuation, growth, and increase in scope, with records to substantiate such accomplishments.	_____
3. Must have earned and productively invested at least $7,500 from the member's own efforts from a supervised agricultural experience program.	_____
4. Show outstanding ability as evidenced by leadership and cooperation in student, chapter, and community activities, and have at least a "C" average certified by the local school superintendent, principal, or director.	_____

Date degree was achieved: _____

*The requirements listed here are intended to match those appearing in the 1990 *Official FFA Manual*. If a requirement does not match the text in the *Official FFA Manual*, the text appearing in the *Official FFA Manual* takes precedent.

RECORD OF TEACHER VISITATION/INSTRUCTION

When the teacher supervises your agricultural experience program at your home or site of job placement, he or she may see areas where you have done outstanding work, or areas where improvement is needed. In the space below record the comments and recommendations for future reference. Keep comments brief, but use as many lines as necessary to record all major comments and recommendations for each visit.

Date	Teacher's Comments and Recommendations

RECORD OF TEACHER VISITATION/INSTRUCTION

(continued)

Date	Teacher's Comments and Recommendations

SUMMARY OF COMPETENCY PROFICIENCY

	Freshman	Sophomore	Junior	Senior	Grad I	Grad II	Grad III
Number of competencies taught (as agreed upon with instructor)							
Number of competencies meeting desired proficiency level*							
Instructor's signature of approval for each year							

*Should agree with those initialed and dated by instructor and employer as meeting or exceeding minimum standards in the student's *Proficiency Record of Occupational Competencies*.